



**Emotional  
Regulation  
Share and Show  
Card Set**



**Show**



**Show**



**Show**



**Show**



**Show**



**Show**



**Show**

*The Sector Capacity Building Program is funded by NSW Government Department of Education as part of the Disability and Inclusion Program*

*This card set contains 46 cards*

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### EXECUTIVE FUNCTIONING

Seb wants to put his shoes and socks on to play outside. He gets them from his locker and sits on the floor but doesn't attempt to put them on. He begins to get frustrated that the other children have already put on their shoes and gone outside without him.

Show how you can use forward or backward chaining to support Seb to complete this task.

### EXECUTIVE FUNCTIONING

It is the start of a new year. What supports can you put in place to help children get organised and ready to engage on arrival?

How will you support the children's ongoing executive functioning as they become more familiar with the preschool routine?

### EXECUTIVE FUNCTIONING

Romy is having difficulty completing an interlocking puzzle. She is repeatedly trying the same piece in the same spot, trying to push the mismatched pieces together. Romy squeals when she cannot get the pieces to fit. Use modelling and self-talk to support Romy's executive functioning skills.

### EXECUTIVE FUNCTIONING

Mateo loves to jump on the bounce board and can find it difficult to wait for his turn. Show us how you can use visual supports to help Mateo to wait for his turn in the moment and use play, at other times throughout the day, to help Mateo develop inhibitory control.

### EXECUTIVE FUNCTIONING

Mandy often engages in block play for most of the morning before heading to the playdough table. She then becomes distressed at transition time that she has not had enough time playing with the playdough.

How could you support Mandy to understand her feelings and what strategies could you use to help her manage her choices during morning play?

### EXECUTIVE FUNCTIONING

Sen is playing hide and seek with Sarah and Jude. After finding Sarah, Sen begins playing in the sandpit, leaving Jude hiding behind the cubby house, looking forgotten and sad.

Show how you can use play to support Sen's working memory and help him to keep track of what he is doing.

### EXECUTIVE FUNCTIONING

Cooper is continually losing items of clothing and becomes frustrated when asked to help look for them. Today you notice him pulling off his shoes and coat in the sandpit.

Show us how you could respond to help Cooper organise and later locate his belongings.





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### EXECUTIVE FUNCTIONING

Michele has been making a collage about the time she went camping. She has created the tent but doesn't see any materials to make the campfire. She tells you that she can't finish the picture because she can't make a campfire.

Share how you can support Michele's imagination and cognitive flexibility.

### EXECUTIVE FUNCTIONING

In the morning, the children were observing snails in the garden. That afternoon you provide books about insects at the drawing table and ask the children to recall what they had noticed about the snails to draw a picture. Simone is having trouble with this task.

How can you support her to use her working memory to draw her picture?

### EXECUTIVE FUNCTIONING

You have noticed that a group of children use the train set to build a track around the edge of the mat each day. You try creating a fork in the track but are told by the children that this is not the right way to build the track. What strategies can you use to encourage cognitive flexibility?

### EXECUTIVE FUNCTIONING

Kobe has been playing with the train set but the teacher has signaled the children to pack away. Kobe screams and cries because he hasn't finished his game.

Share what strategies the educator might use to make this transition easier for Kobe.

### EXECUTIVE FUNCTIONING

You have noticed the transition from outdoor play to morning tea is not running smoothly. Children are sent to the bathroom to wash their hands, but often get distracted and need reminders to complete the task.

Share what strategies you can use to support the children to begin, stay focused on and complete the task they've been given?

### EMOTIONAL AWARENESS AND UNDERSTANDING

It is 10.00am and Benjamin is alone and crying in the sandpit, where he has been playing quietly since arrival at 9.30am. His mother reported at drop off that he had gone to bed late and would not eat his breakfast.

Show how you would verbally support Benjamin to identify and label his multiple feelings and meet his physical needs.

### EMOTIONAL AWARENESS AND UNDERSTANDING

Bilal sits clenching his fists, scowling. An educator has just taken the iPad from him to give to a peer who has been waiting for the timer to end. What language would you use to help Bilal gain awareness and understanding of his emotions? What visual tool/s could assist you to support Bilal?

### EMOTIONAL AWARENESS AND UNDERSTANDING

Amelie runs ahead of her mother to you, on arrival. She grabs your hand, pulling you and pointing excitedly at the baby her mother carries, exclaiming "*Mummy new bubba! Here – see? Look!!*".

How could you use this opportunity to help Amelie identify her feelings?





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### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Ellis has just accidentally spilled paint over a piece of art he has been working on to give to his dad. You hear him scream and see him throw his paint brush across the room and tear up his painting in anger. Show how you would validate and help him deal with his feelings.

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Sienna enjoys being a dinosaur and stomping around. She seems confused when her friends get upset that the dinosaur has stomped through their play, knocking over their buildings.

Show how you can use role play to help Sienna to understand how her peers are feeling.

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Each day, when it is time to go outside, Jonathan sits in story corner and refuses to follow the educator's directions. It is hard to understand why he behaves this way as he seems to enjoy playing outside. What are the possible triggers for Jonathan's response? How can you get a better understanding of what is causing Jonathan to resist this transition?

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Jane is playing outdoors when a car alarm sounds. She comes running indoors distressed, with her heart racing and her body shaking.

Respond to Jane to support her emotional awareness and share what visual tool/s you would use to help Jane understand the physical / physiological responses she experienced, once she is calm.

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Several children are having difficulty entering play. They tend to ask children who are already engaged in play, to join them in an alternate activity of their choice and are upset when the response is refusal. Share what visual or other supports you could use to scaffold these children's understanding of the feelings of their peers and their own feelings.

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Many children in the group have just turned 3 and have limited language to express how they feel.

Share what experiences you could provide to help these children to develop their ability to correctly label basic emotions.

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Aaron has autism. He can become overwhelmed in noisy environments. You and your team are still getting to know him and learning his triggers. Explain how you might use visuals to support Aaron in understanding his emotions better.

### **EMOTIONAL AWARENESS AND UNDERSTANDING**

Emily is afraid of dogs. She didn't want to come to preschool today because the Guide Dog Association is coming for an incursion. Show us how you would use body mapping to help Emily understand her emotions.





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### **AROUSAL STATES**

It's lunchtime and children are washing their hands in the bathroom. It is noisy and busy as children wait for their turn. As Andrew waits, he puts his hands over his ears. His friend Min runs up very close to him. Andrew reacts by scratching Min's face.

Tell us how the environment has impacted on Andrew's arousal state and how this routine could be altered to be more supportive of Andrew's sensory needs.

### **AROUSAL STATES**

Show us how you can teach a child to use deep breathing or breathing exercises to help regulate their arousal level.

### **AROUSAL STATES**

Xanthea doesn't want to pack her things away, even though it is home time. She is getting increasingly agitated and aroused. Show us how you would use non-verbal supports to help Xanthea regulate her emotions and cope with this transition.

### **AROUSAL STATES**

Share with your group how using music might be helpful for both the highly aroused child and the under-aroused child.

### **AROUSAL STATES**

Ali has autism and is extremely sensitive to bright lights and loud sounds. Explain to your group how you could modify your indoor environment to help meet Ali's needs.

### **AROUSAL STATES**

William often lies on the floor for extended periods mid-morning. After significant encouragement, he will come to morning tea, after which he appears alert and playful.

Show us how you could support William to identify and meet his needs earlier, to support his arousal levels and maximise his learning.

### **AROUSAL STATES**

Your indoor play room is lit with fluorescent overhead lighting. There is loud music playing and hard wooden blocks are set up on the wooden floor. The children appear very aroused; talking loudly, running around, and engaging in rough play. Act out the steps you could take to reduce the sensory load in the room and decrease the arousal levels of the children.

### **SECURITY AND ATTACHMENT**

Harriet is new to your preschool and is having trouble separating from her mother at drop off time. She clings to her mother's arm, becomes distressed and cries.

Share how you would gather knowledge of Harriet's preferences/ interests and use those to help her feel secure and develop attachments at preschool.





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### SECURITY AND ATTACHMENT

Thomas comes from a traumatic background and is currently in out of home care. He appears distrustful of adults, and you've been working hard to develop a relationship with him. One afternoon, you find him sitting in a corner tearing up other children's artwork. Show how you would respond to Thomas.

### SECURITY AND ATTACHMENT

Share some of the routines or rituals you can use at your preschool that help to build security and attachments between children and educators.

### SECURITY AND ATTACHMENT

Share how building a sense of security and attachment with a child could help them with their own emotional regulation.

### SECURITY AND ATTACHMENT

Raoul has become extremely attached to you and follows you around. Whenever you need to leave the children for any reason, he begins to cry uncontrollably. Show us how you could prepare Raoul and other educators before you leave the room.

### SECURITY AND ATTACHMENT

Billy is extremely attached to one educator and becomes distressed if they are not available.

Share how you can begin to help Billy build connections with other educators.

### PERSPECTIVE TAKING AND EMPATHY

Trinh and Ida are building a stable for their toy horses with blocks. They can't agree on placement of one of the blocks. Ida throws Trinh's horse away, so Trinh knocks over the building. Both Ida and Trinh are crying and saying, "*You're not my friend*" to each other.

Show how you could support Trinh and Ida to reconcile with each other and find a way to 'do over' the interaction.

### PERSPECTIVE TAKING AND EMPATHY

Aaron has Cerebral Palsy and is new to preschool. He has difficulty walking and speaking clearly. Some of the children are mimicking and laughing at him behind his back.

Share how you would implement some strategies to help the children learn empathy and understand what being teased might feel like from Aaron's perspective.

### PERSPECTIVE TAKING AND EMPATHY

Kieran often becomes upset and cries when his peers run away from him outside. Share how puppets can be used with children to demonstrate or role play "I-messages" to support Kieran to let his friends know how he feels when he is upset.





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### **PERSPECTIVE TAKING AND EMPATHY**

You observe some children playing in the sandpit digging a hole. Jonah approaches Annabelle and asks if he can help. Annabelle yells "*No! This is mine! Go away!*" and turns away.

Jonah walks away looking sad. Use modelling to help Annabelle understand how Jonah might be feeling now and suggest ways in which she might be able to make amends.

### **PERSPECTIVE TAKING AND EMPATHY**

Mia is really enjoying dancing to her favourite song with her peers. She begins to spin around in circles, then grabs her friend's hand and starts to run around the mat dragging her friend. Mia laughs and seems unaware that her friend is upset and calling out to stop.

Share how you could use this opportunity and others throughout the day, to increase Mia's social attention skills.

### **PERSPECTIVE TAKING AND EMPATHY**

Share how you might model how to change the following sentence into an 'I' statement to help a child express how they are feeling.  
*"You always play your games and I never get to have a go."*

### **PERSPECTIVE TAKING AND EMPATHY**

A group of three children are at the playdough table. A fourth child approaches but immediately becomes upset because all the playdough is being used and there are not enough cutters and rollers for all four children.

Share what type of social problem-solving strategies you could suggest that the children use in this instance.

### **PERSPECTIVE TAKING AND EMPATHY**

Hannah has autism and has a strong connection with a particular educator and only allows that educator to provide comfort and support when she is overwhelmed. She will often push other children over if they come anywhere near the educator at this time.

Share how you might support other children's understanding of what Hannah needs at this time.

### **PERSPECTIVE TAKING AND EMPATHY**

You've noticed that Samoilo often plays alone or with an educator, and refers to other children as '*him*' or '*her*' when speaking, rather than using names. What strategies could you use throughout the day to increase Samoilo's social attention and connection with his peers?